**Math 7 Course Outline**

**Teacher:** Mrs. Kidd

**Course Description**

 In this course, students will strengthen their mathematical understanding of concepts, rules, principles, relationships, and procedures by applying them to a diverse range of activities, situations, and problems.  Exploration through the use of models and other mathematical tools will provide meaningful opportunities that are necessary for building number sense.  Please visit [www.learning.gov.ab.ca](http://www.learning.gov.ab.ca/) for more information.

The student outcomes are organized within four strands. The strands are the normal aspects of the discipline of mathematics that form the foundation of this program of studies and act as connections across the grades. Four strands have been identified for the entire Kindergarten to Grade 12 mathematics framework to reinforce the interrelationship of mathematical concepts and skills.

*Number*

*Patterns and Relations*

*Shape and Space*

*Statistics and Probability*

**Course Outline**

A unit exam will be given at the end of the unit, which will be used to determine the course mark. In addition, a practice final exam will be given at the end of the year. This practice final can replace any of the previous unit exam marks.

1. Chapter 1 – Coordinates and Design
2. Chapter 2 – Operations on Decimal Numbers
3. Chapter 3 – Geometry and Measurement
4. Chapter 4 – Fractions, Decimals, and Percents
5. Chapter 5 – Probability
6. Chapter 6 – Introduction to Fraction Operations
7. Chapter 7 – Add and Subtract Fractions
8. Chapter 8 – Circles
9. Chapter 9 – Add and Subtract Integers
10. Chapter 10 – Patterns and Expressions
11. Chapter 11 – Solving Equations
12. Chapter 12 – Working with Data

**Assessment**

The assessment is comprised of three types of assessment:

* Assessment **“as”** learning
* Assessment **“for”** learning
* Assessment **“of ”** learning

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| **Assessment “As” Learning** | **Assessment “For” Learning** | **Assessment “Of” Learning** |
| Assessment “as” learning is using assessment activities to teach students how to self assess. Students begin to ask what did I do wrong and how can I improve future work? | Formative assessment is the on-going practice of no-risk activities. It is assessment FOR learning. | Summative assessment is the evidence we use to determine the student achievement in relation to the curriculum outcomes. Summative assessments are 100% of the student’s mark. |
| Purpose of “As Learning” Assessment   * Students move toward independent assessment and focus on student learning and self assessment / reflection. * Students become aware of their learning strengths and needs to identify their own progress toward learning outcomes. | Purpose of Assessment “For Learning”   * Called “formative” assessment. * Checks for learning to adjust instruction. * Provides continual feedback. * Focus on student achievement. * Is not part of achievement grade. * Is considered “risk-free”. | Purpose of Assessment “Of Learning”   * Compares student’s learning to learning outcomes. * Reported as achievement grade. |
| Consists of:   * Pre-tests and self-checks. * Reflection on learning. | Consists of:   * Homework * Quizzes * Projects * Group Work | Consists of:   * Unit exams * Quizzes * Practice Final Exam |
| * Students move towards taking responsibility of their own learning. * Students will ask themselves what is it that they need to learn, and how they can improve their own learning. | * Math is learned by doing. * Practice time for assignments is provided during class time. * Students may be expected to do extra practice at home. | Assessment activities are:   * Based on curricular outcomes. * Completed individually in front of the teacher. * Evidence of mastery on content and skills. |

**Evaluation**

  Tests 50%

Quizzes 30%

Final Exam 20%

**Required Materials**

• lined paper

• 3-ring binder with at least three dividers

• Ruler

• Pens, pencils, eraser, pencil crayons or markers

• Scientific calculator

• Agenda

• Dry Erase markers

**Physical Education 7 Course Outline**

**Teacher**: Mrs. Kidd

**Course Description**

Students will participate in cooperative and competitive games, fitness activities and outdoor pursuits. Students will acquire motor skills and background knowledge that will assist in a developing a lifelong attitude towards living a physically active and healthy lifestyle. The program will comply with Alberta Education’s ABCD’s of physical education

* A Activity—acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; and outdoor pursuits
* B Benefits Health—understand, experience and appreciate the health benefits that result from physical activity
* C Cooperation—interact positively with others
* D Do it Daily…for life—assume responsibility to lead an active way of life

**Course Outline**

* + To develop, monitor, and maintain an appropriate level of individual fitness
  + To develop an understanding of rules, etiquette, and safety precautions employed in a variety of games
  + To develop an understanding of the origin and history of a variety of games, as well as the terminology, principles, skills, strategies and techniques used in those games
  + To develop the ability to utilize acquired physical skills in a variety of game situation
  + To develop a life-long interest in a variety of games and activities
  + To promote positive social interaction and social skills
  + To provide opportunities for leadership

**Expectations**

*Clothing*

Appropriate dress for Physical Education consists of a change of shirt, shorts, socks, and appropriate athletic footwear. Sweatsuits are acceptable. For reasons of hygiene and safety, jeans, torn T-shirts, nylons, or loafer-style runners are not considered appropriate.

*Change rooms*

All clothes and shoes must be removed from the change rooms after every class. All items left in the change rooms will be removed. Please keep valuables in locker.

*Safety*

For each student’s individual safety and well-being:

* + Report all injuries to the teacher, no matter how minor. Your teacher must document injuries which require medical attention.
  + Students must wear appropriate athletic footwear to participate in class.
  + Only activities where the teacher has given instruction or permission should be performed.
  + Only equipment authorised by you teacher may be used.
  + Students are not permitted to start the activity unless instructed to do so.
  + Instructions should be followed carefully.
  + No jewellery
  + Students must be aware of proper fire drill procedures.

*Attendance*

Physical Education is an activity class, and as such, participation is of the utmost importance. Credit is contingent upon regular participation. A student who is unable to participate because of an extended illness or injury must provide a medical certificate. The student may request the option of an alternative assignment.

**Assessment**

Daily Participation 65%

*Mark out of 4*

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| *4* | *-Attends*  *-Brings gym change and is ready to fully participate in the activity.*  *-Fully participates with excellent effort and enthusiasm. Displays a positive attitude and cooperates*  *with instructor and classmates.*  *-Demonstrates or takes on additional leadership roles.* |
| *3* | *-Attends*  *-Brings gym change and is ready to fully participate in the activity.*  *-Participates with effort. Displays a positive attitude. Cooperates with instructor and classmates.* |
| *2* | *-Attends*  *-Brings gym change and is ready to fully participate in the activity.* |
| *1* | *-Attends* |

Physical Skills and Knowledge 25%

10% Self Evaluation 10%

**Science 7 Course Outline**

**Teacher: Mrs. Kidd**

**Course Description**

The junior science program is guided by the vision that all students have the opportunity to develop scientific literacy. The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners—maintaining their sense of wonder about the world around them. The program is designed to help students understand the nature and role of science, as well as develop a solid grounding in science knowledge, skills and attitudes.

Throughout the year, students learn that:

* Science provides an ordered way of studying the natural world
* Scientific discovery often leads to the development of new technologies and new technologies can lead to new fields of scientific investigation
* Science takes place in a social context and responds to human needs. Science and technology have both intended and unintended consequences for humans and the environment.

**Course Outline**

Students study five units during their Grade 7 year. The topics studied and the major outcomes for each are:

*Interactions and Ecosystems (September – October )*

· describe relationships between humans and their environments

· trace the flow of energy and materials within an ecosystem

· monitor a local environment, and assess the impacts of environmental factors on it

· describe relationships in maintaining life-supporting environments

*Plants for Food and Fibre (October – December )*

· investigate plant uses

· investigate life processes and structures of plants

· analyze plant environments

· identify and interpret the culture and use of plants as sources of food and fibre

*Heat and Temperature (January – February )*

· illustrate how human needs have led to technologies for obtaining and controlling thermal energy

· describe the nature of thermal energy and its effects on different forms of matter

· apply an understanding of heat and temperature in interpreting natural events and technological

devices analyze issues related to the selection and use of thermal technologies

*Structures and Forces (March – April )*

· describe and interpret different types of structures and identify materials from which they are made

· investigate forces within structures

· investigate the properties of materials used in structures

· describe processes used in building structures to meet human needs with a margin of safety

*Planet Earth (May – June )*

· describe methods used in the scientific study of Earth and its component materials

· identify evidence for the rock cycle and explain the characteristics of particular rocks

· investigate and interpret evidence of major changes in landforms and rock layers

· describe, interpret and evaluate evidence from the fossil record

The program develops **skills** in four major areas:

*Initiating and Planning*

Students devise (or make) plans to investigate:

· Science-inquiry questions

· Practical problems

· Science-related issues

*Performing and Recording*

Students conduct investigations through:

· Observation

· Recording data

· Researching information

*Analyzing and Interpreting*

Students develop, analyze and assess possible explanations through:

· Data display

· Inference

· Evaluation

*Communication and Teamwork*

Students work collaboratively to:

· communicate questions, ideas, procedures and results

· evaluate individual and group processes

· defend a position or conclusion, based on their findings

To support their learning, students are encouraged to develop positive **attitudes** in the following six areas:

· continuing interest in science

· Respect for the ideas of people with various backgrounds and views

· Support for scientific processes

· Collaboration with others

· Stewardship for the natural environment

· Safety in science.

**Evaluation**

Tests 50%

Quizzes 15%

Labs and Projects 15%

Final Exam 20%

**Required Materials**

• lined paper

• 3-ring binder with at least three dividers

• Ruler

• Pens, pencils, eraser, pencil crayons or markers

• Scientific calculator

• Agenda

• Dry Erase markers

**Classroom Expectations**

1. Please raise your hand to ask or answer a question.
2. Remain in your seat so that you do not disturb other students.
3. Please use the bathroom and drinking fountain before coming to class.
4. Students need to be in their assigned seat with all required materials by the time the bell goes.  In addition, students are expected to work until the bell goes or they are asked to clean up.  Please do not pack up 5 to 10 minutes before the class is over.
5. Students are expected to conduct themselves in a mature manner.
6. Students will be expected to arrive in class with a positive attitude.
7. Food, gum and drink must be disposed of before students enter the classroom
8. Extra help is available at lunch most days or at another pre-arranged time.  If you are having difficulty or need extra work time, please see me right away for help.  I would be happy to arrange to meet with you outside of class time.

**Additional Points to Ponder...**

1. **Daily Assessment for Learning**

Most classes will begin with an assessment for learning on the material covered in the previous class.  This is a chance to review the previous day’s concepts and to check for understanding.  These assessments are important for students to identify areas they understand well and areas where they need more review or help.  Completion of assessments and regular review of concepts covered in class will prepare students for tests and quizzes

1. **Homework**

All homework and assignments are due at the BEGINNING of the next class unless a specific due date is given.

  3.     **Math Marking**

Remember marking your work from your textbook is your responsibility as is completing it.  If there are any questions that caused you problems it is important to bring them to class the next day.  We can use them as review and as the lesson opener.  Students that are actively involved in their own learning gain not only a stronger understanding of the concepts but also the skills necessary to be lifelong learners.

4. **Tests**

Tests will be written at the end of each unit. There will be approximately one week notice before each test.

   5. **Class Time**

Math 7 and Science 7 are every day...this means you need to work hard each day in class to complete as much of the work as possible.  If while you are working you are unsure of what to do...check your notes, then check the preceding examples in the book.  Still unsure of what is being asked of you? Check the answers in the back...sometimes you are able to work backwards through a problem.  **Never** just copy the answer from the back or the answer from a classmate.  None of these options will help you when it comes time for the test.  If you are still confused...better seek me out.  If I am busy with another student please be patient and put you name on the board and go on to another question, I will get to you as quickly as possible.

6. **Attendance and Absences**

Attendance is important to do well in this course. It is the responsibility of the student to arrange to make up any activities, assignments or tests missed due to absences.  Please check our school website for daily assignments when you are absent or contact the school or a buddy if you have no computer access so that it can be looked up for you.

I look forward to having a great year!

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Student Signature                                       Parent Signature